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Integrated Strategy Newsletter

A Year of Scaling and Sustainability

The Kentucky Core Academic Standards were adopted to prepare students for college and career pursuits. Using the standards, teachers are requiring their students to use problem-solving skills, communicate their ideas effectively and deepen their understanding of what they are learning.

In addition to implementing standards, Kentucky teachers are also embarking on a new and rigorous teacher-effectiveness system that requires them to reflect on their practice, collaborate with others and continue to grow professionally.

The professional learning teachers engage in within this new effectiveness and growth system will involve teachers in demanding and intellectually challenging activities with the ultimate goal of improving teaching and learning in the classroom.

The goal of having effective teachers in every classroom leads the Teacher Professional Growth and Effectiveness System (TPGES) work in Kentucky. Last year, the state engaged in a field test that involved volunteer districts that tried the multiple measures and provided feedback to the state on the effectiveness of the system.

This year, Kentucky's plan is much bigger. Every Kentucky



district has committed 10 percent of its teachers to pilot the new system. Integration Districts, though, are committed to much more. All Integration Districts are involving 100 percent of their teachers in some capacity in the TPGES pilot. Some Integration Districts are piloting the entire system while others have chosen several of the multiple measures to implement. Each district has also developed its own plan on how it will train teachers and principals in its schools.

Below are highlights of the scaling plans from three of our districts:

Magoffin County's Plan
Training Focus - TPGES / Literacy Design Collaborative (LDC) Modules and how they fit together

Training Focus - TPGES/Math

Design Collaborative (MDC)-formative assessment lessons (FALs) and how they fit together

All principals and assistant principals will be certified for observations.

Principal PLC will meet monthly to look at student-growth goals and other measures of the TPGES system.

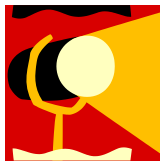
All five Magoffin schools will participate in the TPGES Pilot during the 2013-14 school year.

Teachers that participated in the TPGES field test during the 2012-13 school year will be assigned to train and mentor two teachers

Training for the framework: Use videos from Teachscape in trainings and focus on one domain at

(cont'd on pg. 6)

Inside an Integration District: Jackson Independent



Motivated by the implementation of the Kentucky Core Academic Standards and the new Teacher Effectiveness System, the Jackson Independent school district aggressively pursued the Integration Grant a few years ago.

According to grant coordinator Susan Watts, the district recognized the supports the grant offered. “Our district wanted to get a head start on the new Common Core standards and evaluation system. We knew those changes were coming and wanted to get a jump on them. We wanted to learn as much as we could, as early as we could.”

For Jackson Independent, the grant has allowed the majority of the staff in the district to be trained in the instructional tools of LDC and MDC as means to effectively implement the Common Core. Teachers in the district attest to the effectiveness of LDC and MDC, and acknowledge the resulting change in the learning environment. Math teacher Missy Roark commented, “When implementing FALS, it changed the atmosphere of my classroom. Students take control of their learning and they become more effective problem solvers.”

LDC Teacher Leader Melissa Henson-Little also has seen her classroom evolve as a result of LDC. Henson-Little said, “LDC work has changed my classroom. Writing no longer comes as a single product but, instead, an end product after a series of literacy experiences. I have found by the time we transition into writing, the students are excited to share their ideas because they know the content so well.”

While the teachers recognize the powerful impact of LDC and MDC, students also note positive change. At the end of the first year of LDC in Henson-Little’s classroom, students were surveyed about the completed modules. One student said, “It’s not just a paper, it’s a **learning process**.”

Just as LDC and MDC have helped teachers provide students with experiences to increase learning, being a field test district for Kentucky’s Teacher Professional Growth and Effectiveness

System (TPGES) has supported intense teacher learning designed to improve practice. Initially, five teachers in the district (Jeff Coots, Henson-Little, Roark, Anji Davidson and Brenda Tinchler) attended a week of training on TPGES implementation in the summer of 2012. Follow-up training around TPGES, led by KDE Effectiveness Coach Mike York, occurred monthly during the 2012-13 school year. During monthly sessions, teachers delved deeply into the *Kentucky Framework for Teaching* document and studied the multiple measures of the TPGES system. Consequently, Henson-Little acknowledged her improved practice as a result of the TPGES pilot.

“The integration work has improved my practice and made me a better teacher. PGES has encouraged me to be more self-reflective about my

“When implementing FALS, it changed the atmosphere of my classroom. Students take control of their learning and they become more effective problem solvers.” – Missy Roark, Jackson Independent math teacher

teaching practice. I am constantly assessing my students and myself to see if goals are being met,” Henson-Little stated.

Growing professionally in classroom performance is not the only growth for the teachers in Jackson Independent. As a result of their intense training and effective implementation of LDC, MDC and TPGES, teachers have shared their knowledge regionally, statewide and nationally. Jackson Independent’s work was shared through the Instructional Support Leadership Network (ISLN) and content networks through the Kentucky Valley Educational Cooperative (KVEC) in Hazard.

Statewide, teacher Jessica Bowling and Henson-Little shared instructional strategies and resources used to incorporate LDC work and the successes that were apparent with LDC inclusion at the Prichard Committee’s State Conference in Lexington.

At the national level, Davidson and Henson-Little presented with a team from KDE and Fleming County at the Common Core State

Standards Networking Conference for at the Prichard Committee’s State Conference in Lexington (SREB) and the Bill and Melinda Gates Foundation in Charlotte, N.C. The session was entitled “Scaling the Work: How to Increase Capacity for LDC.” Representatives from Jackson Independent also were invited to Tampa, Fla., for a partner meeting in March to discuss skills required for successful implementation of LDC work.

Certainly, the integration work has been critical in supporting teachers within the district. While the benefits for teachers are apparent, the work is even more valuable when students are profoundly impacted. J

Jeff Coots, an MDC teacher leader, shared a classroom example that serves as a testament to the work. “When first asked to attend the train-

ings, I thought it was going to be just another PD. The trainings were very focused on students’ misconceptions and how to implement a formative assessment lesson. When I went back to my

school and implemented my first FAL, I struggled, but there was something I noticed during the process – student engagement. The students were talking and doing mathematics together. The eye opener was when one of my special needs students stood up and asked to present another approach to the class that was not shown or discussed. He said that during the process he saw another way. This was when I understood that using FAL’s would be a major benefit to my students.”

Benefiting students is an integral component of the integration work. Jackson Independent has recognized the value of the work and its attempt to “jump start” the process has proven successful.

For the 2013-2014 school year, all teachers in the district will be trained in LDC/MDC and all teachers who are not in the Kentucky Teacher Internship Program (KTIP) will be part of TPGES. As the integration work is expanded to everyone in the district, there is a strong sense of excitement as the teachers believe better and greater things will occur as a result of full implementation.

Moving MDC Forward to Sustainability

As Jessamine County approached the end of the second year of integration work, district and teacher leaders thought about what needs to be in place to move the Math Design Collaborative (MDC) work forward in year three, laying a foundation for sustainability. During meetings with Jessamine County's teacher leaders, the conversations focused on two key questions that are relevant for all districts:

- ⇒ What are our success stories?
- ⇒ How can we help teachers internalize the value of the MDC instructional approach?

Why focus on success stories first? Often when we are immersed in the work toward a goal, it is easy to overlook small successes along the way. Stopping to celebrate those successes and reflect on their significance can provide motivation and a renewed focus as we move forward.

Successes shared by the teacher leaders are evidence that MDC practices and formative assessment lessons are becoming an embedded instructional approach. They reported:

- Teachers new to MDC are becoming comfortable with the idea that the goal isn't for students to "finish" a FAL. They are beginning to recognize the goal is the learning that comes through the students' productive struggle.
- Responding to students with questions that move their thinking forward is becoming a more natural process for teachers.
- Teachers are using, and seeing others use, questioning strategies in daily lessons, not just in formative assessment lessons.
- For teachers with more MDC experience, implementing FALs has become a routine practice – evidence that with more MDC experience, teachers internalize the strategies.

Internalizing the strategies leads to sustainability, a critical goal for the MDC approach.

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As the Jessamine teachers engaged in collaborative conversations, they reflected on what helped them grow and what practices they can share with others. Here are a few of their reflections:

- Ask teachers to vocalize their successes after a lesson to help them reflect on what made the lesson work.
- Then ask them to think and talk about how they can see that success working in future lessons.
- Involve new teachers in being a part of a live classroom FALs before they are responsible for leading one. Experiencing a FAL in the class with students will lead to some valuable insights. Following up with a collaborative conversation about what they saw, how it worked and how it can help them prepare for their own lesson gives teachers a chance to process the learning experience.
- Partner teachers to help each other implement a lesson they both prepared to teach. This practice can provide mutual support and can build teachers' confidence and instructional skills.
- Address the barriers of teachers not knowing **how** to change their instruction and teachers needing to know the content more deeply, with professional learning opportunities that target those specific needs.
- Address the **how-to** of classroom management that is fundamental to **activating students as instructional resources for one another**.

Jessamine County's MDC teachers are planning how to tackle the needs they've identified for year three of their integration work. To build teacher confidence and competence, they will provide in-district training to address content gaps for teacher and help teachers recognize and understand the three shifts in the math standards. They plan to invite some out-of-district technical assistants to guide some MDC professional learning that focuses on their ultimate goal – sustainability.

Common Assignment Study: Taking Standards to the Next Level

Common Core State Standards present challenges as teachers strive to determine the best way to design instruction matching the content and the level of rigor articulated in the standards. To do that, teachers need strategies, tools, resources and professional learning opportunities that will support them as they align instruction. For many teachers this means a new approach to the work. That new approach is an efficient way to collaborate so they can share insights, ideas and materials to reach the instructional level of rigor called for in the academic expectations of the standards.

The Common Assignment Study (CAS): *Rigorous Work Worth Doing Together*, is a three-year research study led by the Colorado Legacy Foundation and the Fund for Transforming Education in Kentucky. The study, funded by the Bill and Melinda Gates Foundation, will gather evidence about how teachers in these two states collaborate with their peers to learn from each other and ultimately learn from the student work generated by units they co-design and teach in their respective schools and districts. The study also will examine how schools and districts can use common assignments for professional learning and for evidence of student growth.

Teachers and their principals who are engaged in this research study receive technical support from several partners as they develop and implement common assignments in English/language arts, U.S. history and life science/biology. Those partners include the Stanford Center for Assessment, Leadership and Equity (SCALE), the Center for Assessment and Westat. The Colorado and Kentucky Departments of Education are collaborative partners in the study as well.

In this first year of the study, middle and high school teachers from two districts in Colorado (Eagle and Thompson) and two districts in Kentucky (Fayette and Kenton) are building new knowledge as they collaboratively develop and implement high-quality common assignments in selected middle and high schools. After the first year, the study will be scaled to include more teachers, providing additional research evidence and more common assignments.

Ultimately, the full set of materials developed during this research study will be accessible to Kentucky through the Continuous Instructional Improvement Technology System (CIITS), and to Colorado through its model curriculum project.

Fleming, Jackson Independent teachers conduct presentations

More than 4,700 teachers, principals and other K-12 education professionals from states across the nation gathered July 15-20, 2013, in Charlotte, N.C., for workshops geared to help students graduate high school ready for college and careers. The three Southern Regional Education Board (SREB) conferences focused on transitional courses for college readiness, powerful literacy and math teaching tools for deeper learning, technology use in the classroom, and high school pathways that engage students in rigorous academics, project-based learning and careers from aerospace to nutritional sciences. Kentucky teachers were well represented as both participants and presenters during the Common Core State Networking Conference and the High Schools That Work Conference.

The Common Core State Networking Conference allowed teachers and administrators to share and acquire resources to implement Common Core State Standards (CCSS) as a means for preparing all students to be college- and career-ready. Kentucky teachers from Fleming County, Jackson Independent, Mercer County, Scott County, Boone County, Erlanger-Elsmere Independent, Franklin County, Oldham County, Christian County and Covington Independent school districts submitted proposals and were selected to present.

Leslie Workman from Fleming County began the conference with her presentation "Using Text-Dependent Questions and Reading Strategies to Improve Student Engagement." She presented to an overflow crowd of 128 and provided teachers with specific strategies for engaging students with rigorous text using text-dependent questioning strategies. One participant was overheard stating, "This session has provided me more ready-to-use strategies than 17 years of school-based professional development."

One of the next sessions was "Teacher Effectiveness Measurement Systems," co-presented by Katherine Booth from Scott County High School and Wayne Stevens from the Kentucky Department of Education. This session, designed for school and district administrators, allowed participants to practice evidence gathering while observing classrooms using Literacy Design Collaborative (LDC) and Mathematics



Leslie Workman of the Fleming County school district presenting on text-dependent questioning to more than 100 participants Charlotte.



Cindy Combs presenting literacy strategies for science in Charlotte.

Design Collaborative (MDC) strategies for implementation of the CCSS. The audience of more than 120 worked through the process of integrating LDC, MDC and CCSS while using the Danielson Framework for Teaching to process evidence.

The second day of the conference was ignited by Cindy Combs and Angela McNabb from Simons Middle School in Fleming County as they presented "Literacy Strategies to Improve Student Engagement in Science." This session allowed teachers to gain skills in teaching content-specific literacy skills for the science classroom.

One of the highlights of day two was the standing-room only presentation "Beyond Drill and Kill Math: Engaging Students in the Common Core," delivered by Stephanie Emmons and Melissa Plank from Fleming County High School. This session allowed teachers and administrators to work through a Formative Assessment Lesson (FAL) while discussing both the

role of students and teachers in the process of productive struggle. This conversation lasted beyond the time allotted, as many administrators and teachers participated in additional activities with the presenters in meeting areas throughout the conference area.

Day two ended with a presentation that connected the district-level efforts of Jackson Independent and Fleming County with state initiatives of the Kentucky Department of Education. Mike York and Wayne Stevens (Kentucky Department of Education), Anjanette Davidson and Melissa Henson-Little (Jackson Independent), and Leslie Workman (Fleming County) worked with participants to provide best practices for initiating, scaling and sustaining the Literacy Design Collaborative in schools and districts.

As teacher Melissa Henson stressed, "Having another teacher to collaborate with is essential to developing an LDC module that will foster student engagement and meet the challenges presented by the CCSS in preparing students to be college and career ready". Mike York provided the statement that helped link LDC with CCSS when he succinctly noted, "An LDC module gives teeth to the Common Core."

The Common Core State Networking Conference concluded July 16 with more than 1,000 teachers departing Charlotte. These teachers returned to their schools with the knowledge, skills and enthusiasm to prepare students to be

(continued on pg. 5)

Charlotte (cont'd from pg. 4)

adults. The Common Core allows teachers, parents and students to move past the notion that education is for children. Education provides the opportunity to prepare future adults to encounter the challenges of a changing job market by delivering the skills-based instruction that has not been systematic within the K-12 setting.

Following the Common Core Conference, the 27th annual High Schools That Work conference featured 500 workshops for more than 4,200 teachers, counselors, principals and other educators on improving middle grades schools, high schools and technology centers. National experts and practitioners from schools in more than 30 states shared school-improvement ideas including counseling for careers, leading classroom observations, project-based learning and improving student engagement. This conference featured several presentations from Plank and Emmons from Fleming County High School along with Stevens from the Kentucky Department of Education.

Stevens' presentation, "How Principals Determine if Lessons Address the Common Core State Standards," was attended by more than 180 school and district leaders from around the United States. The session provided participants the opportunity to connect LDC, MDC and the Danielson Framework for Teaching with the need to address the CCSS to prepare students for college and/or career. As one of the participants, Norris Williams tweeted,



KDE Effectiveness Coach Mike York links state and district efforts in LDC.

Plank and Emmons finished the conference with a presentation on scaling MDC efforts for an audience of teachers, principals and district leaders eagerly learning how to integrate formative assessment practices with CTE curriculum.

At the conclusion of the Common Core State Networking and the High Schools That Work conferences, the buzz around Charlotte was professional respect and appreciation for the work of Kentucky teachers in using MDC and LDC to implement the Common Core. Many of Kentucky's teachers have been invited to support teachers and school leaders from around the nation with resources, advice and ongoing training as they embark on their own journey.

Updates in LDC

New LDC Jurying Tool Released

In May 2013, the Literacy Design Collaborative released the official [LDC Jurying Rubric](#) for 2013-2014. In addition to providing this rubric, a guide to the scoring elements of LDC Informational/Expository rubrics was also released to serve as a teacher resource. Both documents, the rubric and definitions, are available through [R-GroupSpace](#), and the LDC jurying rubric may be found at [LiteracyDesignCollaborative.org](#).

One change that you might notice is that the "Needs Revisions" category has been changed to "Work in Progress." After reviewing the descriptors at the varying levels, you also might notice that additional statements have been added and wording has been clarified to aid reviewers in determining an appropriate rating for the module. You will want to ensure that you use this new rubric when evaluation modules within your school and/or district.

New Template Task Collection Released

In July 2013, [Template Task Collection 2](#) was released. This collection contains the original 29 template tasks that were revised primarily to ease insertion of the core elements in the blanks. In this new collection, teachers will see that "L2" and "L3" have been replaced with "Demands." Demands are writing and cognitive challenges that a teacher may add to any task, and the language of demands comes from the standards.

Authors of the new tasks suggest that a teacher might use the demands in a variety of ways:

- Repeat a teaching task but add one or more demands.
- Change the template and teaching tasks but repeat a demand/s.
- Use the demands as "mini-tasks" and teach them between modules so that students acquire competence before applying them in the composing process.

Important Dates

Here are scheduled dates for the quarterly meetings of the Integration Districts (the teacher leaders, school/district teams you identify to lead the local learning in your schools):

Sept 18 Prichard convening
Lexington Hilton,
Downtown
10 a.m.-3:30 p.m.

Sept 19 LDC/MDC
Lexington Hilton,
Downtown
8:30 a.m. -4:30 p.m.

Dec. 4-5 LDC/MDC

Feb. 5 LDC/MDC

Feb. 6 Prichard convening

May 7-8 LDC/MDC

Integrated Strategy Newsletter

New Integrated Strategy Districts

Welcome to our new cohort 2 districts! Contacts and information will be shared soon!

Helpful Resources

The KDE [Literacy Link](#) Newsletter

[iTunesU](#)

[Professional Growth and Effectiveness System](#)

[Leadership Networks](#)

[Literacy Central](#)

[Common Core – Steal These Tools](#)

[Mathematics Design Collaborative](#)

[Literacy Design Collaborative](#)

[Achieve the Core Leadership Tools & Resources](#)

[Teaching to the Core](#)



Scaling (cont'd from pg. 1)

a time.

Training for student growth goals: Examples of SMART goals, videos from Teachscape, pre-assessment, mid and post, departmental planning time to discuss SMART goals, assessments for student growth, etc.

All teachers participating in the pilot will attend the KVEC PGES Summit.

All principals will attend the KVEC PPGES Summit.

All teachers will complete a SMART goal for student growth.

All teachers will complete a professional growth plan.

teachers will look at LDC/MDC next to the framework.

Each school will conduct monthly PLCs for TPGES focusing on Domains 2 and 3 and weaving Domain 1 within.

Selected teachers will participate in the peer observer grant.

Each school is required to develop and implement a plan that contains all the elements listed above with exact dates as to when it will happen within the month required by the district.

Washington County's Plan

All teachers will implement selected components of the state teacher effectiveness pilot in 2013-14: professional growth goals, professional reflection, student voice and student growth goals.

Effectiveness teachers will meet in topic study teams during district work days to enhance practice.

Principals, directors and the superintendent will collaborate to develop learning-walk tools that incorporate components from the Danielson Framework.

Principals will videotape classroom lessons from LDC and MDC teachers to post samples of effective practice on the district Share-Point site.

Principals and select central office staff will train and calibrate observational practices through the Danielson online training and certification system.

District administrative PLC will develop a year-long plan to present TPGES videos and indicators at school faculty meetings.

District and school administrators and pilot teachers will train all district faculty in implementing selected TPGES components.

District administrative team will focus on Danielson Framework indicators each month to be modeled in district meetings and used in school-level meetings.

Fleming County's Plan

Fleming's scaling plan includes a very specific month-by-month PLC plan:

Aug. Framework for Teaching, 2C
Personal goal (PGP)
Student growth goals

Sept. Framework for Teaching, 2D

Oct. Framework for Teaching, 2A

Nov. Framework for Teaching, 2B

Dec. Framework for Teaching, Review Domain 2
Review professional growth goals
Review student growth goals

Jan. Framework for Teaching, 3A

Feb. Framework for Teaching, 3C
Student voice

March Framework for Teaching, 3B

April Framework for Teaching, 3D

May Framework for Teaching, Review Domain 3

TPGES in 2013-2014 will be a year of implementing and evaluating the measures of the new system, providing feedback to the state and learning what it takes to be an effective teacher and leader.

It is an important next step before full implementation in the 2014-2015 school year.

Integrated Strategy Team



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For resources on LDC and MDC, visit [this page](#).

For resources on the Professional Growth and Effectiveness System, visit [this page](#).

To share ideas and strategies, contact your fellow district project managers:

Daviess Co. — Jana Beth Francis

Fleming Co. — Joy Gooding

Gallatin Co. — Dorothy Perkins

Jackson Ind. — Susan Watts

Jefferson Co. — Karen Branham

Jessamine Co. — Paige Stevens

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